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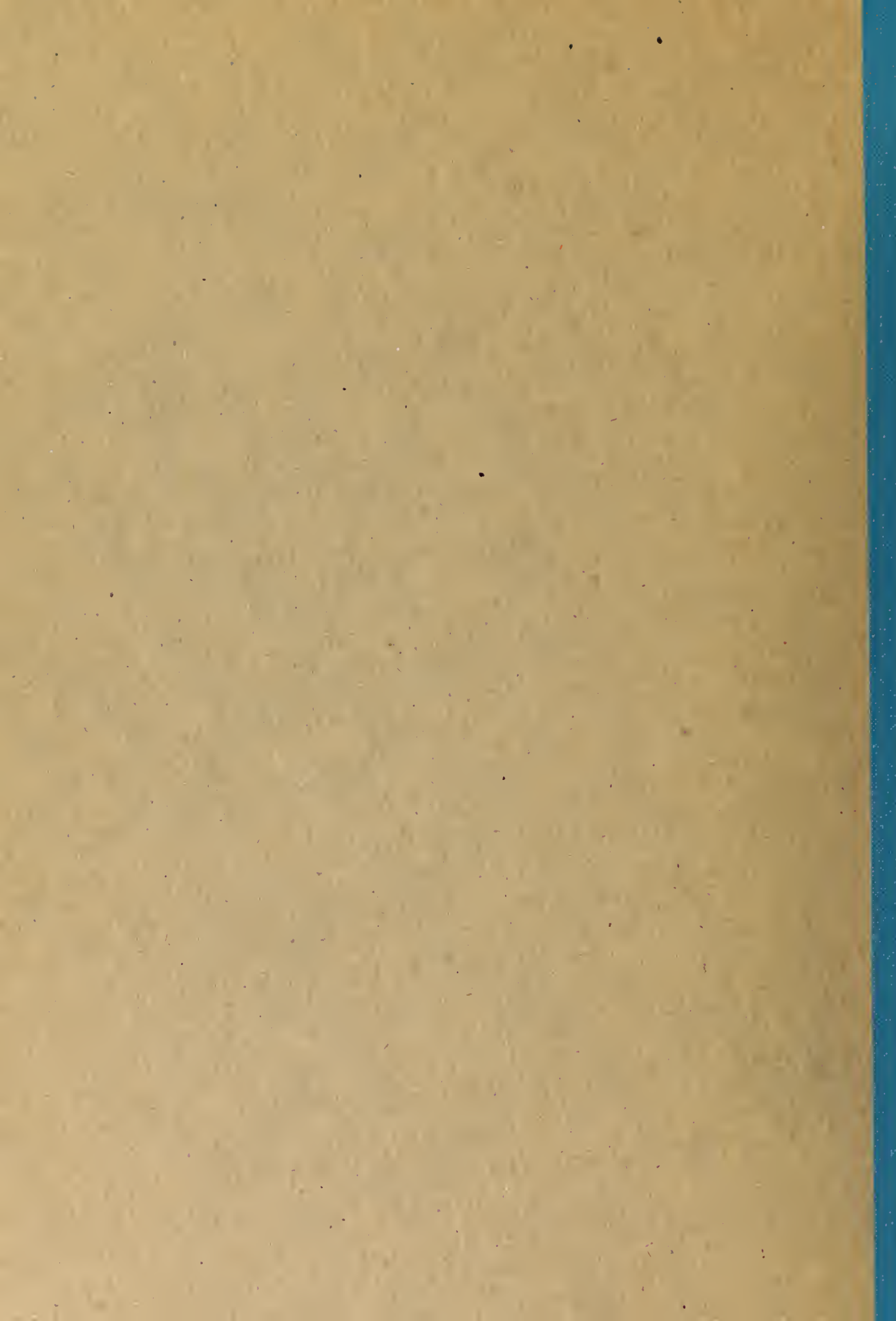
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Grade IX **CURRICULUM GUIDE**

Curriculum Guide

for

GUIDANCE

(1961 Edition)

**PROVINCE OF ALBERTA
DEPARTMENT OF EDUCATION**





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Acknowledgement

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INTRODUCTION

Nature of the Course

The Grade IX course in Guidance consists of four units of study.

Unit I—The Year of Decision.

Unit II—Making Headway.

Unit III—The Individual in Society.

Unit IV—World of Work.

Statement of Objectives

1. To assist students to make a proper appraisal of themselves and to develop wholesome attitudes.
2. To assist students to make wise educational choices.
3. To encourage acceptance of the duties, responsibilities, and privileges of citizenship.
4. To assist students to prepare for vocational choices.

Introductory Note

Youth faces many new experiences in its development towards maturity, and these sometimes present problems that are of real concern to the individual. Consideration of problems that have a common background may encourage participants to appreciate their true nature. This course, therefore, is designed to examine areas of interest and concern to students who will be facing a new type of school organization in the immediate future. They should receive value from a discussion of post-school planning in terms of its relationship to choice of school programs and courses. If it can assist them to think with a degree of objectivity about their present school effort, they should experience dividends in the form of improved performance and specific motivation. Such a course must be so presented that it supports the position of the home and gives to the student the feeling that the school is genuinely interested in assisting him towards the realization of adequate goals that he is encouraged to set for himself. Care must always be taken to insure that the school does not infringe upon the rights and privileges of the home, and it should endeavor to work in so far as is possible in close co-operation not only with the home but also with other agencies interested in youth. Such co-operation is essential if adequate assistance is to be offered, and the duplication of effort is to be avoided.

Teaching the Course

1. Instructional Time: The course is to be offered for two periods per week with all Grade IX classes.
2. It is desirable that a teacher have time for the development of a certain degree of specialization in this field. Therefore, it is recommended that the total school load in this course be divided among a limited number of teachers; and that the counsellor and the principal work closely with these teachers as co-ordinators, and possibly teach some of the classes themselves.

In selecting instructors the following should be considered:

- (a) The teachers of the course should be mature and should have a genuine interest in young people and a sympathetic understanding of their problems.
 - (b) The teachers selected should possess skill in leading group discussions.
 - (c) They should have some special training and experience in the fields of psychology, guidance, and mental hygiene.
 - (d) In general, inexperienced teachers should not be assigned this course.
3. It is recommended that the course be offered in mixed classes if possible.
 4. Evaluation:

In a course of any kind one of the primary goals must be to encourage the acquisition of understandings and the changing of attitudes, the result of which will eventually become evident through modification of behavior patterns. It must be accepted that such modification, though continuous, may proceed very slowly and may not be readily discernible. While improvement in behavior is a measure of the true progress of the student, the mastery of factual material must also be considered as a prerequisite to the making of sound judgments.

Evaluation techniques — The following evaluation techniques are suggested:

- (i) Examinations on the factual material of a unit can be given when the unit is completed. Unit tests are recommended rather than mid-terms and final tests.
- (ii) An occasional essay or paragraph may be assigned, with marks allocated on the basis of both material and quality of writing. A student's written work on one of the activities might be assessed.
- (iii) A mark might be assigned on the basis of the student's participation in group activities and class discussion.

5. Texts and References:

- (a) The texts for this course are Clarke-Woodsworth: *Youth and Tomorrow*, and McCarthy: *Facts About Alcohol*. Appropriate reference to chapters is offered where applicable.
- (b) Additional material has been prepared for inclusion in a Teachers' Resource Book. It is so arranged that the material can be revised from time to time and distributed for replacement purposes.
- (c) Secondary references:

SUCCESSFUL LIVING

Peterson, 1959

Successful Living is planned to help young people understand some of the complicated problems in human relations that they face. The book presents the basic principles of personal adjustment and includes suggestions for practical application of these facts to the student's particular problems.

Part One, "Our Personal Adjustment," orients the student to the psychological backgrounds of behavior. It outlines what personality is, how it develops, and how it changes to meet new needs and it discusses the kinds of behavior that lead to adequate and inadequate adjustment.

Part Two, "Problems of Personal Adjustment," applies the basic principles of behavior to typical adolescent problems: achieving independence, gaining self-confidence and poise, building friendships, learning to think clearly and study effectively and setting worthy standards for living.

Part Three, "Our Career," concerns itself with a systematic study of vocations. The process includes an analysis of the student's interests, aptitudes, and personal characteristics as a preliminary step in narrowing occupational choice to one or two broad fields of work. This section would prove very useful in providing material for Unit IV.

GROWING UP

Billett and Yeo, Heath and Co., 1951

A book specifically designed for the Grade IX level, it provides students with the opportunity to investigate areas of interest to them in the furtherance of their plans. It offers information that will assist in answering questions of concern to most young people. The chapters on interests and activities, vocational choice, and educational planning are well done and suggest in a practical way approaches that can be used. As well, the examination of the relationships that mental and emotional health may have to the realization of one's potential will be well accepted. An excellent chapter on personal assessment and achievement in the skill subjects points out how one can make the best use of his time.

Altogether, Growing Up is a good secondary reference to place in the hands of students. They will enjoy it.

YOU AND YOUR LIFE

Randolph, Pixley, Duggan and McKinney, 1951

The authors have produced in very readable form an analysis of the questions of most common concern to teen-agers in their everyday association with each other in the school, in the home, and in the community. The book contains many ideas and suggestions that will prove helpful to young people in enabling them to think, investigate, and work toward a pattern for good living. Each chapter concludes with a list of questions to consider and activities to be carried out either individually or in the group.

UNIT I

THE YEAR OF DECISION

(Suggested time allotment: 3 - 4 weeks; 6 - 8 lessons)

Introductory Statement

The Grade IX year is an important one during which the student will make many decisions that may influence his future. Consideration of the factors relating to school success, and a study of the educational opportunities available to him should assist the student in making realistic choices.

Primary Reference

Youth and Tomorrow, Chapters I, II, III

Content

Suggested Treatment and Understandings

I. PAST, PRESENT, FUTURE

A. The Characteristics of Age Groups

1. The first five years
2. Ages five to seven
3. Ages eight to ten
4. Ages eleven to thirteen
5. Ages fourteen to sixteen
6. The late teens
7. Adulthood
 - a. Young adulthood
 - b. Middle age and on

Chapter I, *Youth and Tomorrow* discusses behavior patterns of the different age groups.

The Resource Book contains information on this area of the work.

Understandings:

There are certain types of behavior which are characteristic of each age group.

B. Interpretation — Looking Forward and Back

1. The Past
 - a. Delayed understanding
 - b. Childhood mistakes
 - c. Foresight
2. The Present
 - a. Averages
 - b. The mature personality
3. The Future

Questions, exercises and projects can be found at the end of each chapter in *Youth and Tomorrow*.

UNIT I

THE YEAR OF DECISION

Content

Suggested Treatment and Understandings

II. PERSONAL INVENTORY

A. Variations Among Individuals

1. Physical differences
2. Mental differences
3. Social differences
4. Emotional differences
5. Interest differences

Understanding:

Although an inventory may be of value because it is a stock taking of one's strengths and weaknesses, the student should understand the importance of making use of his talents.

B. Interpretation

1. Maturity
2. Abilities
3. Life work

III. TYPICAL PERSONALITIES

A. Types of Teen-Agers

A consideration of personalities serves as a basis for impersonal discussion of desirable and undesirable traits in the teen-age group.

B. Interpretation

1. Work and play
2. Popularity
3. Habits
4. Persistence

Several types are suggested in the text.

UNIT I

THE YEAR OF DECISION

Content

Suggested Treatment and Understandings

IV. THE YEAR OF DECISION

A. The Nature of the Grade Nine Year

1. The report card
2. The grading system
3. The examination
4. The promotion policy
5. Awards

The Junior High School Handbook issued by the Department of Education contains information on this topic.

B. Senior High School

1. The credit system
2. The high school diploma
3. The compulsory or constant subjects
4. The optional or elective subjects
5. The courses offered

The Senior High School Handbook issued by the Department of Education contains information on this topic.

See the Resource Book for information regarding each route.

Unit IV treats this section in greater detail.

a. The General Route

Qualifications and prerequisites
Constants
Electives
The benefits of this route

b. The Commercial Route

Qualifications and prerequisites
Constants
Electives
The benefits of this route

c. The Technical Route

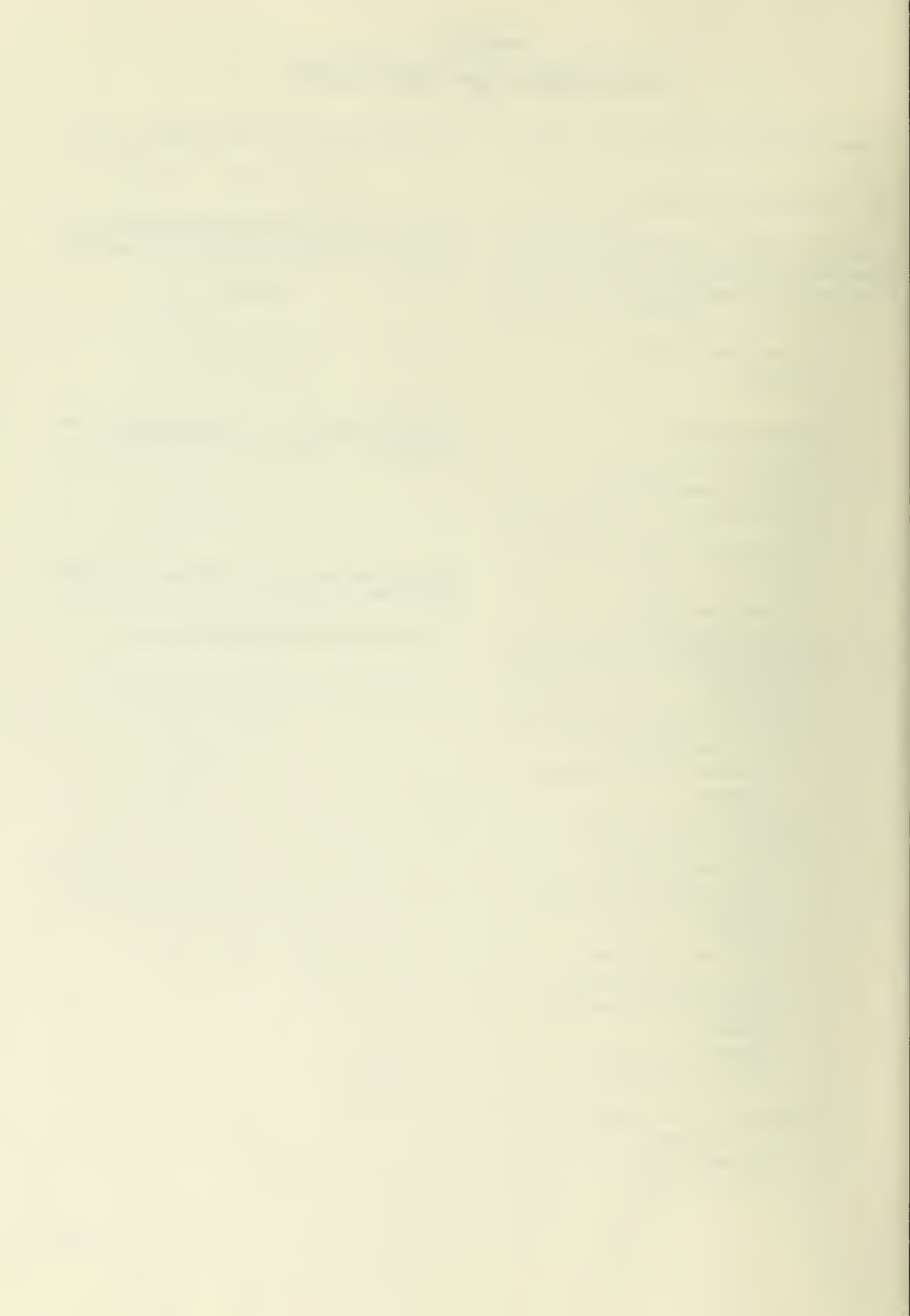
Qualifications and prerequisites
Constants
Electives
The benefits of this route

d. The Matriculation Route

Qualifications and prerequisites
Constants
Electives
The benefit of this route

6. Deciding the most suitable route

- a. School record
- b. Interests
- c. Educational goal



UNIT II

MAKING HEADWAY

(Suggested time allotment: 5-6 weeks; 10-12 lessons)

INTRODUCTORY STATEMENT

This unit has the following aims:

1. To help the students realize that school performance depends upon efficient study habits.
2. To assist students to improve their study habits.
3. To show students that good school spirit creates an atmosphere conducive to efficient learning.
4. To help students to realize that they have a responsibility to make the best possible use of the learning facilities provided for them.

This unit will increase in effectiveness to the extent that the suggestions given are continually applied in practical situations. *It is therefore suggested that subject-matter teachers be encouraged to use, throughout the year, appropriate material from this unit.* A possible approach, encouraging the centralizing of the schools activities around the application of study methods to classroom work is provided in the Teachers' Resource Book.

REFERENCES:

"Youth and Tomorrow" Chapters 4 - 6
Study Your Way Through School, Gerkin (Science Research Associates)
How To Take A Test, Heston (Science Research Associates)

Content

Suggested Treatment and Understandings

A. SCHOOL SPIRIT

1. Similarity between team organization and team spirit, and school organization and school spirit.
2. The meaning of school spirit.
3. How school spirit can be built.
4. The necessity for school rules and for knowing and observing them.
5. The effect on learning of negative attitudes toward school and school learning.
- 6 The value of school spirit in assisting students to learn effectively.

After reading Chapter 4 of the text students may discuss questions on pages 61 and 62.

Exercises may be chosen from those on pages 62-64.

A number of projects for developing school spirit are suggested in the Teachers' Resource Book.

Reference: *Youth and Tomorrow*, Chapter 4

UNIT II

MAKING HEADWAY

Content

Suggested Treatment and Understandings

B. ABOUT LEARNING

1. Theory

- a. Factors influencing how we learn.
- b. How we forget.
- c. The importance of overlearning.
- d. The value of recall as part of study activities.
- e. The effective ratio for the time spent in reading to the time spent in recall.
- f. The importance of understanding as an aid to memory.
- g. The value of regular reviews.

Students may read Chapter 5 and then take part in teacher-led discussions of the questions on page 82 and of points under "theory" in this outline.

Understandings:

1. Material that is overlearned is retained longer.
2. Of the time spent studying, 30-40% should be on reading, with 60-70% on association and recall.
3. Material which is thoroughly understood is easier to remember.

Exercises may be chosen from pages 83-86.

Further suggestions will be found in the Teachers' Resource Book.

2. Aids to Memory

- a. Outlining for study purposes.
- b. Question-answer sheets.

In preparation for a test in Social Studies or Science the students might prepare a brief word outline of a recent unit and then memorize the key words of the outline.

Students may prepare a sheet of important questions and corresponding answers in a particular subject to use when studying.

It is highly important that subject-matter teachers be asked to provide ideas and to aid the students in applying all techniques discussed to their individual subjects. (See introductory note to this unit.)

- c. Charts:
Date charts
Definition charts
Formula charts
Others

A set of flash cards may be prepared for a particular subject. The cards can have questions on one side and corresponding answers on the other. This may be adapted to the study of maps and diagrams. The parts to be remembered would be numbered or lettered, with the key placed on the back of the sheet.

- d. Outline maps

Students may fill in outline maps or diagrams and then compare these with a "master" sheet.

UNIT II

MAKING HEADWAY

Content	Suggested Treatment and Understandings
<ul style="list-style-type: none"> e. Exaggerated pictures, emphasizing features to be remembered. f. "Gimmicks" <ul style="list-style-type: none"> i. Underline key words ii. Recall first letter of key words iii. Arrange facts in an order that is easier to remember 	<p>Have students prepare time charts as an aid to the study of Social Studies.</p> <p>In Mathematics a three-column chart showing formula, purpose of formula, and a lettered diagram may be of help to some students.</p> <p>Understandings:</p> <ol style="list-style-type: none"> 1. Developing the ability to visualize what is read makes it easier to remember. 2. We remember best if we periodically review material studied. <p>Further suggestions on "Aids to Memory" will be found in the Teachers' Resource Book.</p>
C. GETTING STARTED	
1. The importance of motivation as it relates to successful school effort.	Students may read Chapter 6 and then, under teacher direction, discuss the questions on pages 96 and 97.
2. The importance of establishing realistic and reasonable goals.	Exercises may be chosen from those on pages 97 to 100 of the text.
3. The consideration of aptitude, ability and interest when thinking about occupational goals.	
4. The importance of one's attitude toward school and school work.	Each student may, after considering his past record and his effort and attitude in each subject, set reasonable goals for the next report card. Progress charts or graphs of test results may be kept for each subject.
5. Attitudes can be changed.	
6. Improving one's ability to concentrate.	<p>Understanding:</p> <p>Attitude toward school and school work will affect progress.</p>

References:

Youth and Tomorrow, Chapter 6
Study Your Way Through School,
 Gerkin, Chapter 3

UNIT II

MAKING HEADWAY

Content

Suggested Treatment and Understandings

D. TEST-WRITING TECHNIQUES

Part I Preparation for Test Writing

1. Cramming
2. Provision of tools and equipment
3. Arrival time
4. Sleep and physical condition

The teacher may discuss with the class the significance of these points as they apply to period tests, Easter and final examinations.

Part II Test Writing

1. Read over the examination paper before attempting any question.
2. Determine the approximate amount of time available for each question.
 - a. Do first those questions which you can best do.
 - b. Pay close attention to the point of value of a question.
3. Attempt each question. Do not guess if there is a penalty for wrong answers.
4. Plan essays and paragraphs by jotting down points in a rough outline.
5. Answer the question but do not repeat yourself.
6. Read carefully to determine the exact instruction for each question. Underline key words.
7. Be neat and legible.
8. If time permits repeat or check all arithmetic calculations.
9. Check all written answers for errors in spelling, sentence structure, vagueness, and inappropriate words.
10. Do not be disturbed by others finishing ahead of you.

References:

How to Take a Test, Heston
Study Your Way Through School,
Gerkin (Science Research Associates)

UNIT III — PART A

THE INDIVIDUAL IN SOCIETY

(Suggested time allotment: Part A 8-10 weeks; 16-20 lessons. Part B (optional) 3-4 weeks; 6-8 lessons.)

INTRODUCTORY STATEMENT

This unit is designed to provide the student with information which he may use to assist him in making decisions regarding his behavior. Accordingly, the approach should be factual and scientific. *It is not intended that any attempt be made by the teacher to secure immediate changes in behavior patterns.*

Since the unit deals with the place of the individual in society, it properly begins with a description of the characteristics of adolescence. The characteristics are then divided into physical, personal, and social needs and an attempt is made to analyse how these needs may be satisfied. The individual in playing his role in society must obey certain laws and should understand the importance of moral codes and customs, the observance of which is important in the preservation of society. The unit then examines conflicts that may occur between the expectations of society and the wishes of the individual. The suggested approach is designed to emphasize that the individual, by his acceptance of responsibility toward himself and his group, endeavors to meet situations that he encounters in a reasonable and well considered manner.

Content	Suggested Treatment and Understandings
I. CHARACTERISTICS OF ADOLESCENCE	
References:	Introduce by suggesting that certain behavior can be expected at various age levels. Brief reference can be made to Unit I, Section I.
Chapter I of text	Present, use and discuss list of characteristics given in resource book.
Resource Book: Psychological characteristics of pre-adolescence and adolescence.	
	Understandings:
	Every individual progresses through certain developmental stages.
	We can direct and control some of these changes if we have:
	(a) knowledge of ourselves
	(b) knowledge of our needs
	(c) knowledge of what society expects of us.
II. NEEDS OF EACH INDIVIDUAL	
A. Physical Needs	Read and discuss text and resource book material suggested. Pupils might indicate ways in which people attempt to satisfy needs.
for food	
for water	Understanding:
for activity	Needs motivate behavior.
for rest	

UNIT III – PART A

THE INDIVIDUAL IN SOCIETY

Content

B. Social Needs

for affection

for approval

C. Self-Needs

for achievement

for self-respect

D. Combinations of These Needs

References:

Text: Chapter VIII, Human Needs.

Resource Book: Human Needs.

Suggested Treatment and Understandings

The account of "Sally" Page 132, cites an example of conflicting needs. Read and discuss.

Understandings:

1. We have many needs which in certain combinations may produce conflict.
2. Since tension or happiness may result our goal is to handle conflicting needs as desirably as possible.

III. SATISFYING SOCIAL NEEDS

A. Behavior That Is Liked and Behavior That Is Disliked

Reference:

Chapter 10 of text.

Read and discuss Pages 171-176.

Essay by students:

"The Kind of Behavior I Like and Dislike in Boys and Girls of My Age."

Exercises: Pages 185, 187-188, No. 5.

Understandings:

Our behavior influences how people react toward us.

We tend to be tolerant of those who are like ourselves, but intolerant of those who are different.

Understanding:

It is desirable to treat others as we wish to be treated.

B. The Golden Rule.

1. Its meaning

Reference:

Chapter 10, Pages 179-180 of text.

2. Universality of "Golden Rule"

Reference:

Resource Book: The Golden Rule in the World's Major Religions.

List the largest religious groups and discuss the universality of the Golden Rule.

Understanding:

Since the general teaching of "Do unto others as you would have others do unto you" is a common thread in eight of the nine great religions, there is indication that a common problem is man's relationship with others.

UNIT III – PART A

THE INDIVIDUAL IN SOCIETY

Content

- 3. Opportunities for applying the Golden Rule:
 - (a) personal
 - (b) community
 - (c) national and international
- 4. Its application in the work of service organizations

References:

Resource Book: Service Organization

Suggested Treatment and Understandings

Discussion on applying the Golden Rule in our daily contact with others — a basis for friendship.

Survey or brief reports of service organizations:

e.g. Red Cross Junior, and Senior, Y.M.C.A., St. John Ambulance, Municipal and Provincial Welfare, UNESCO, National and International Service Organizations, Boy Scouts.

IV. THE EXPECTATIONS OF SOCIETY

A. Primary: Those that Apply to Everyone at all Times.

- 1. That all citizens will obey the law.

References:

Resource Book: Nature and Origin of the Law.

Formal Lesson — “Nature and Origins of the Law.”

Understandings:

- 1. The law is based on man’s experience in dealing with his fellows and in Canada is an outgrowth of the democratic process.
- 2. Individual freedom must be exercised within limits set by law. This insures that others will have equal personal freedom.

For debate or panel discussion:

“What Responsibility Do We Have To See That Others Obey The Law?”

Points that might be considered:

- (a) Do citizens have a responsibility to see that the law is upheld or is this the job of our courts?
- (b) Should a citizen report truthfully what he knows about illegal acts when asked by someone in authority?
- (c) Should he voluntarily report actions or plans that are being considered which threaten safety of persons or property?
- (d) Should direct action be permissible when intervention is indicated?

Understandings:

In a democracy, citizens should assist in the maintenance and preservation of the law.

UNIT III – PART A

THE INDIVIDUAL IN SOCIETY

Content

- (a) How this applies to juveniles:
- i. need for observation of bylaws that are enacted for the common good. Attitude toward such things as hitchhiking and littering streets has significance for juveniles.
 - ii. committing acts of vandalism and creating a disturbance are offences under the Criminal Code.

2. That acceptable ethical and moral standards are desirable in society.

Reference:

Resource Book: Moral and Ethical Conduct.

- B. Secondary: Expectations that Vary Considerably from Community to Community, from Home to Home, from Individual to Individual.

1. That young people will actively seek the education, training, and experience necessary to become useful, productive, and independent adults, making the best possible use of their talents and of the opportunities presented.

That community, home, and individual differences in opinion exist as to what constitutes adequate and worthy individual development.

That differences occur in educational expectations, occupational expectations, and social expectations.

Suggested Treatment and Understandings

Teacher-led discussion: "Responsibilities of Young People with Respect to the Law."

Teacher-led discussion: What do we mean by "Moral and Ethical Standards?"

Understandings:

1. Understanding and application of moral and ethical standards form part of the training of most young people.
2. These standards are a part of the social and business life of the community.
3. Society imposes grave penalties for infraction or ignorance of them.
4. A person who violates the standards offends society at large.

Teacher-led discussion on the theme: How Society Provides for the Training of Young People. (Only brief treatment of this subject is required here, because of coverage in Unit IV.)

Understandings:

1. Parents want their children to be well prepared to meet the demands of life.
2. Changing demands of society make necessary adequate education and training.
3. Consequently, the period of dependency is extended; this may present problems.

Investigate and Discuss the Following:

1. How society provided for the training of young people, through the family, the church, publically supported institutions, business, and industry.
2. Assistance in planning offered by parents and interested adults:
 - (a) Encouragement of further education and post-school training,
 - (b) Assistance in considering career possibilities,
 - (c) Student plans for the future,
 - (d) Willingness and desire to undertake training.

The approach should be of a general nature and should avoid discussion of specific situations.

UNIT III – PART A

THE INDIVIDUAL IN SOCIETY

Content

2. That society assumes young people are dependent, and will follow adult direction and control in important things until they have demonstrated maturity and the capacity for wise self-direction.

(a) Signs of Maturity:

- i. dependability: to be reliable concerning time, duties, promises,
- ii. responsibility: willingness to make decisions affecting oneself and to accept their consequences
- iii. prudence or foresight: to think before acting; to act as a reasonable person would under similar circumstances
- iv. co-operation: to demonstrate ability with others with whom one must live and work
- v. unselfishness: to accept and respect the rights and feelings of others, and to work for the common good, making personal sacrifices if necessary
- vi. willingness to learn: to have humility (avoiding a know-it-all attitude), develop new knowledge and skills, be interested in the views and experiences of others
- vii. tactfulness: to have ability to act appropriately, to deal with others without giving offense, to exhibit sympathetic understanding

3. That the welfare of young people will be safeguarded.

- (a) legal and moral responsibilities of parents, teachers, and other adults
- (b) inability to compromise when a certain course of action is deemed essential
- (c) acceptance by young people of such courses of action.

Reference:

Resource Book: The United Nations
Declaration of Child Rights.

Suggested Treatment and Understanding

Understandings:

1. Increased maturity will result in reduced assistance from adults.
2. Parental dominance will meet with opposition and will delay the reaching of desired goals.
3. While some differences of opinion between generations are probably inevitable conflict is not.
4. Such differences are resolved when there is communication between the parties concerned.
5. Each must understand the other's feelings and possess a mutual desire to reach a solution satisfactory to both.

Understandings:

Parents and other adults have legal and moral responsibilities to safeguard the welfare of children. Adults cannot compromise if they feel a certain course of action is necessary. The young person, therefore, has no alternative but to accept the decision reached as graciously as possible.

UNIT III – PART A

THE INDIVIDUAL IN SOCIETY

Content

Suggested Treatment and Understandings.

V. KNOWING MYSELF

A. The Different “Selves”

1. The kind of person other people think I am
2. The kind of person I think I am
3. The kind of person I really am
4. The kind of person I want to be — the ideal self.

References: Chapter 7 of text.

All students should read pages 105-114 of the text. Follow with discussion to clarify differences between the different “selves.”

Understandings:

To get along well with others and to realize our possibilities we should recognize our weaknesses and endeavor to overcome them.

B. Moving Toward a Reasonable Ideal

1. Tests of a reasonable ideal:
 - (a) Do I expect to change some things that cannot be changed?
 - (b) Do I demand an unreasonably high standard in too many things?
 - (c) Do I work up to my capacity?
 - (d) Do I expect other people to change before I can reach my ideal, or do I recognize that I can change what I think or do independently?

2. Ideals provide our goals.

Reference: Chapter 7 of text.

3. Our action should promote the kind of development we want.

Reference: Chapter 8 of text.

Refer to pages 115-116. Discuss fully the tests of a reasonable ideal, using examples wherever possible.

Examine pages 110-114 again. List the qualities which young people would like to have or to develop. Which are reasonable ideals, or unreasonable ideas? Why?

Understandings:

An ideal is what a person wants to be; our goal is to move toward an ideal self, to become more as what we want to be; but we must be sure that our ideas are reasonable, that is, possible to achieve.

Discussion: “What is your ambition? What have you done in the past week to further this ambition?”

Understandings:

We must do things which will promote the kind of development we want, things which are consistent with moving toward the ideal self.

The diagram on page 117 of the text should be examined.

Pages 135-139 should provoke good discussion, and exercises can be selected from pages 118-123.

UNIT III – PART A

THE INDIVIDUAL IN SOCIETY

Content

C. Meeting Frustration

1. What is frustration?

- (a) Definition
- (b) Recognition — feelings of anger, moodiness, inferiority, destructiveness, fear, over-eating, sleeping problems
- (c) Causes

References: Chapter 8 of text

2. Unproductive ways of handling frustration

- (a) rationalization
- (b) projection
- (c) withdrawal
- (d) daydreaming
- (e) escape through illness
- (f) worry
- (g) giving up
- (h) rigidity
- (i) destructiveness
- (j) displays of temper
- (k) showing off

Reference:

Resource Book: Unproductive Ways of Handling Frustrations

3. A desirable method of coping with frustration:

- (a) Evaluate the situation accurately, taking into account your needs and feelings
- (b) Consider alternative approaches, such as seeking the counsel of others
- (c) Decide on a course of action
- (d) Carry out the action itself and appraise results
- (e) Consider possible changes for future action.

Suggested Treatment and Understandings

List and explain each undesirable defense against frustration and have the class contribute examples.

Discuss each in terms of why it is undesirable, that is, it confuses or masks the real problem without contributing to its solution.

Understanding:

It is necessary to avoid ways of acting which, while bringing temporary relief, prevent us from making true progress toward desirable goals.

This material represents a basic approach to the solution of many kinds of problems. In order that its full meaning may be realized by students, its application to a number of specific problems should be studied.

Examples drawn from the text or resource book can be used.

Understanding:

Needs cannot always be satisfied. Frustration is experienced when one cannot reach a particular goal. Learning to cope with frustrations is an important skill that people must develop to assist in achieving personal happiness.

UNIT III — PART B

ALCOHOL IN OUR SOCIETY

(Suggested time allotment: 3-4 weeks; 6-8 lessons)

GENERAL STATEMENT

This section of Unit III concerns itself with the provision of information about alcoholic beverages, their nature and place in society. Since a variety of opinion exists about the use of alcohol it is recommended that presentation of this material in a school be at the discretion of the administration. The treatment should be on a factual basis, so that students will be encouraged to examine the various factors to be considered relative to the consumption of alcohol for beverage purposes. The presentation should be objective and should be designed to assist the student "to form his own reasoned conclusions when years of discretion are reached." The portion in quotation marks is taken from the philosophy developed in the British Columbia Manual of Reference for Alcohol Education, quoted in the Teachers' Resource Book accompanying this course.

PRIMARY REFERENCE

Fact About Alcohol, McCarthy

Content

Suggested Treatment and Understandings

A. ALCOHOL IN OUR SOCIETY

1. The nature of ethyl alcohol
 - a. Some properties of alcohol
 - b. What happens to alcohol in the body?
 - i. absorption
 - ii. elimination
 - iii. oxidation
2. Why young people should study in this area
 - a. Correct information is necessary as intelligent basis for future decision because sooner or later the problem of accepting or avoiding the use of alcohol may be faced.
 - b. A problem of some consequence
 - i. extent of drinking
 - drinking by a large percentage of adults in Canada
 - used socially; abused socially
 - ii. pressures encourage drinking
 - adult example
 - advertising
 - iii. an increasing public health problem
 - iv. apparent attraction of alcohol

Students should possess some factual knowledge about alcohol and its properties before proceeding with a discussion of its place in society.

Any discussion about alcohol in this grade must recognize the limitations imposed by the age levels and general interests of the students. The teacher should read the supplementary material on alcohol in the resource book, especially that pertaining to the philosophy of this section of the course to gain insight into the approach to be used.

The material in this unit provides an overview and introduction to the subject. Each of the factors listed under the content need not be studied exhaustively since a limited amount of time is available. The opinions expressed by the class will demonstrate the need for dependable and factual information.

UNIT III – PART B

ALCOHOL IN OUR SOCIETY

Content

Suggested Treatment and Understandings

3. Abuse of alcohol

- a. Traffic problem
- b. Personal relationships
- c. Job efficiency
 - i. absenteeism
- d. Financial loss
- e. Nutrition
 - i. little food value
 - ii. a food replacement

Bring out by discussion that although a number of serious conditions may result from excessive long-term drinking, other dangers are of more immediate concern to adolescents.

4. The effects of alcohol

- a. Physiological:
 - i. acts directly on central nervous system (the brain) depressing its function and not serving as a stimulant
 - ii. resulting minor effects on circulation (flushing of the face)
 - iii. increased flow of urine and gastric juices
 - iv. irritation of the nerve-endings in the mouth
 - v. anesthetizing or numbing of normal awareness of fatigue, cares, worries.

An examination of the possible effects of alcohol will bring out that loss in alertness, judgment, clarity of thought, and discretion is often followed by loss in physical control.

It should be clearly established that alcohol acts as a depressant on the brain, rather than as a stimulant.

- b. Psychological:

Experiments seem to show that:

- i. judgment is impaired
- ii. inhibitions tend to be removed as seen in
 - (1) apparent gaiety
 - (2) overconfidence
 - (3) loud talking
 - (4) exaggerated idea of self-importance
 - (5) progressive lowering of standards of speech or conduct
 - (6) increasing regression from maturity to immaturity

UNIT III – PART B
ALCOHOL IN OUR SOCIETY

Content

5. Alcohol and safety

From the safety viewpoint it is accepted that the use of alcohol results in

- a. Reduced efficiency
- b. Reduced reaction time
- c. Impaired vision
- d. Over-confidence

Suggested Treatment and Understandings

The term "impaired driving" should be understood.

Situations that a normal driver encounters on the highway might be examined and the added danger that occurs if the driver's sensory or neuromuscular control is impaired.

Some attention should be drawn to the reasons behind the restriction of the legal use of alcohol to adults over twenty-one years of age. It should be noted that the law does not permit anyone other than parent or guardian to give liquor to a person under 21 years of age for either beverage or medicinal purposes.

Teacher References:

A. Material on alcohol in Teachers' Resource Book

B. *Manual of Alcohol Studies for Schools*,
Department of Education, Manitoba

C. *Manual of Reference for Alcohol Education*,
British Columbia

Items B and C above may be obtained from the School Book Branch.

UNIT IV

THE WORLD OF WORK

SUGGESTED TIME ALLOTMENT:

(13-15 weeks; 26-30 lessons)

GUIDING STATEMENT:

Through this unit students leaving school at this grade level can be made aware of what is available to them in the world of work. Others should realize the importance of education as preparation for a satisfying vocation. They should begin to see some of the problems they are likely to face on the job and thus be better prepared to meet them.

As a prerequisite to planning for a career, the student should assess his own abilities, interests, and personal qualities. Having gained increased understanding of himself and of the world of work he should then be more capable of making some general long-range plans for the future.

Students should not necessarily be expected to cover all sections of this unit. It has been made broad in scope so that it will contain material suited to the needs of every type of pupil, and should provide the data needed for vocational choices at a later time. To urge boys and girls of this age to choose their life work immediately would, in most instances, be a mistake. Stimulation of interests in career planning is a major objective. Of more immediate concern, however, is the need for appreciation of the role served by education in establishing a foundation for the realization of future plans.

NOTE: Because of the limited amount of text book coverage available at the present the teacher would be well advised to accumulate supplementary materials. The following will prove useful:

Youth and Tomorrow — Chapters 13 - 15.

Occupational Trends and Employment Opportunities — Guidance Branch, Department of Education, Edmonton.

4-Square Planning for Your Career — Hamrin; School Book Branch (Limited supply)—\$3.00.

Success in the World of Work — Morgan D. Parmenter, Guidance Centre, 371 Bloor Street West, Toronto 5, Ontario. 60c.

Exploring Occupations — Morgan D. Parmenter, Guidance Centre, 371 Bloor Street West, Toronto 5, Ontario (Limited supply) — 76c.

You and Your Career — Morgan D. Parmenter, Guidance Centre, 371 Bloor Street West, Toronto 5, Ontario (Limited supply) — 88c.

Guidance Newsletters—Guidance Branch, Department of Education, Edmonton.

Man and His Work — E. DuPont DeNemours and Company, Wilmington, Delaware. No charge.

School Careers Directory, 1961 — Available in limited supply, without charge, from the Guidance Branch.

Financial Assistance to Alberta Students — Guidance Branch, Department of Education, Edmonton.

Additional resource material for teacher use will be found in the Teachers' Resource Book.
Prices of materials from the Guidance Centre do not include mailing charges.

UNIT IV

THE WORLD OF WORK

Content

Suggested Treatment and Understandings

I. Things that Count

Understanding:

Values may change with time but some things have permanent value.

A. Your education

Understanding:

Experience and training assist us to make decisions.

1. Early training:

Students will find value in a brief discussion on the contribution that each of these experiences has made to their education.

An education includes all of one's experiences:

Understanding:

The ability to work toward a long-range goal is a sign of maturity.

(a) Home training

(b) Elementary School

(c) Community and extracurricular school activities

2. High school training:

1. Discussion topic: "Why is it necessary to study all the subjects required by the schools?"

(a) A broad general education

2. An attempt might be made to relate school subjects to vocations.

Resource Book: "School Courses and Related Careers"

Text pages 268-269.

3. Students should be encouraged to appreciate the direct and indirect uses and values of school subjects.

(b) the four routes through high school

These have been discussed in Unit I and should be reviewed on the basis of what vocational choices each might lead to.

Chapter 15 of text, Pages 269-271.

3. The value of an education

Discuss:

(a) Improves background and increases knowledge for solution of problems

1. "The study of literature will not make her a better housewife."

(b) Increases earning power

2. "He only had a Grade VIII education but makes more money than some college graduates."

Resource Book: "Earning Power"

UNIT IV

THE WORLD OF WORK

Content

Suggested Treatment and Understandings

4. Relationship between amount of education and vocational choice in terms of

- (a) size of income
- (b) security
- (c) wider choice

References:

Youth and Tomorrow, pages 263-266; 274-275.

Students might list jobs which are available to people with various levels of education. Discuss the relationship of "values" to choice of job, as found on pages 274-275 of text.

Understanding:

Those with no special skills are handicapped vocationally.

Speakers from the high school might be invited to speak at a student assembly to emphasize the value of education and training.

B. Personality and Character

1. The importance of getting along with others.

- (a) ability to co-operate
- (b) reliability and trustworthiness
- (c) initiative and responsibility
- (d) ability to give and take orders
- (e) good emotional control.

Panel discussion:

"Why people lose their jobs, or are not promoted." See page 247 of text.

Students should investigate the meanings of the terms used in the other column. Examples may be selected of people who have demonstrated these qualities.

2. Personality traits may be acquired or changed.

- (a) Frustration tolerance (The ability to accept failure and disappointment without giving up). Substitute activity may bring success.
- (b) Consideration for the rights of others
- (c) Friendliness

Understanding:

To a certain extent personality traits are learned and may therefore be altered.

A dramatization might be useful here to show how one might face failure, for example, the use of a "success story."

See Unit III Section V.C.

Understanding:

Others tend to react as they are treated.

3. Evidence of adulthood

- (a) Emotional restraint
- (b) Tolerance
- (c) Determination of goals
- (d) Consistency of conduct, moods and actions

Understanding:

Responsibility goes hand in hand with privilege.

Suggest illustrations of people who set themselves a goal and became famous because they persevered until they achieved it.

UNIT IV

THE WORLD OF WORK

Content

Suggested Treatment and Understandings

C. Personal Attributes

Understanding:

1. Sense of values toward such things as money, social prestige.

A distorted sense of values may hinder success.

2. Abilities

What are different abilities that people possess? Explain such abilities as mechanical, persuasive, academic. Do people often have more than one kind of ability? How can these be determined?

3. Aptitudes

Discuss meaning of the term. Administration of an aptitude test might be quite in order.

4. Intelligence or Academic Aptitude

Discuss: "School marks may be used as an indication of intelligence."

5. Interests

An interest test, such as the Kuder Preference Record could either be given here or examined. These questions may be considered for discussion:

6. Temperament or emotional make-up.

1. Why should a person like what he is doing?
2. Does enthusiasm indicate interest?

7. Physical make-up

Students may suggest physical requirements for various jobs such as police, mechanics, pilots, nurses.

8. Other qualities:

accuracy

efficiency

loyalty

industry

honesty

punctuality

Discuss the meaning of these terms and relate each to a specific job.

Panel Discussion — "What are the values of each of these leisure-time activities: music, sports, artistic and literary pursuits?"

References:

Chapter 14, *Youth and Tomorrow*.
School Careers Directory, Page 19.

UNIT IV

THE WORLD OF WORK

Content

Suggested Treatment and Understandings

D. Goals

1. Setting a reasonable level of aspiration.

Discuss the basis upon which levels of aspiration might be set, for example, ability, interest, home situation.

Educational plans often cannot be determined until there is some general vocational aim. Such a goal can now be considered in the light of the knowledge of self that the pupil has achieved.

Students should consider questions such as:

1. What educational requirements are needed to realize a vocational aim?
2. What additional requirements should be considered?

Some value may be gained from an essay on a topic such as: "What I want out of life."

The material of Sections A-D may prove useful for self evaluation by students. However, development of any inventory for such a purpose has definite limitations, and teachers should proceed with caution. Class discussion of inventories may have questionable value.

II. Career Planning

A. Occupations Today

Pupils should list jobs available in various categories, analyzing preparation, working conditions, remuneration, and other factors.

1. Classifications of jobs

- a. unskilled labor — messenger boy, warehouse man.
- b. semi-skilled — junior clerk, meat cutter.
- c. skilled labor — carpenter, machinist, plumber.
- d. semi-professional — laboratory technician, draftsman.
- e. professional — doctor, lawyer, teacher.

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Suggested Treatment and Understandings

2. Disadvantages of unskilled work

- (a) The work available is often of a seasonal or casual nature.
- (b) Opportunities for advancement may be limited.
- (c) Levels of wages, though improved in recent years, are still much lower than in other fields.
- (d) Long-range advantages, such as pension schemes, are often not available.

3. Advantages of skilled work

- (a) Good pay usually obtains, with opportunities for advancement and a responsible position.
- (b) Security of tenure and good working conditions generally exist.
- (c) Fringe benefits, such as pensions, are offered.

B. Occupations Tomorrow

1. We live in a dynamic society

- (a) Technological changes
- (b) Social changes — Increased leisure time suggests need for training in citizenship.

Understanding:

Acceptance of change and preparation for it are essential in today's society.

Discuss the demand for people with technological training.

2. Changing attitudes

- (a) Women as workers
 - i. Chief career of women is marriage.
 - ii. Existing employment opportunities for women.
- (b) Education and training essential.
See "Financial Assistance for Alberta Students."

Understanding:

Knowledge of husband's work makes for increased understanding in the home.

Examine the role served by women in the employment world.

Discuss the nature of financial assistance available for those with a desire to learn.

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THE WORLD OF WORK

Content

- (c) Limits to the number of professional jobs available.

Resource Book:

Occupational Trends.

- (d) Increasing demand for the provision of services is resulting in job openings in many fields such as social work, protective services, civil service, food supply, entertainment, and sports.

3. Automation and technological trends

- (a) Increased mobility of workers in industry.

- (b) Increased need for specialized training.

References:

Man and His Work, pages 15-25.

Resource Book: "Automation and Production"

- (c) Availability of leisure time.

- (d) Improved standards of living.

4. Characteristics of a job which must be investigated.

- (a) Future possibilities
- (b) Stability
- (c) Duration of employment
- (d) Safety factors
- (e) Other characteristics

Suggested Treatment and Understandings

Understanding:

Major problems facing the world include the provision of food to all people and development of the ability to "get along" with others.

- 1. Examine the reasons why workers have to be adaptable.

- 2. What relationship has automation to this mobility or adaptability?

- 1. A committee of boys could report on some of the current developments with machines.

- 2. Discuss: "Do new inventions increase or decrease employment in the long run?"

- 1. Discuss: "Should a four-day work week be introduced?" "What would be some of the problems involved?"

Understanding:

Trained people will generally be in demand.

Answers to the following questions should clarify the characteristics suggested:

- 1. Is this a dead-end job, as in loading lumber?
- 2. Does the job offer steady employment, as in civil service positions?
- 3. Is the job related to age levels, as in professional sports?
- 4. Does the job have a risk factor, as in aviation?

Students might be asked to list other jobs in each category.

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THE WORLD OF WORK

Content

Suggested Treatment and Understandings

III. Making Career Plans:

Understanding:

A. Making decisions

Many mistakes can be avoided if one plans carefully.

The approach should recognize the age and grade levels of the students.

1. A planned approach

Possible essay assignment: "What I want from my career?"

(a) Analysis of problem

(b) Collecting information

(c) Searching for alternatives

Teacher-led discussion: "Can I achieve my goal by other means, for example, attendance at an institute of technology, instead of university?"

(d) Making a choice

Discuss the question, "Does the career I am considering seem suitable to what I know about myself?"

(e) Verifying the choice

2. Pitfalls to avoid

Understanding:

(a) Wishful thinking

Emotions can influence choice.

(b) Jumping to conclusions

Comment on the statement, "A strong interest in people does not guarantee success as a psychologist."

(c) Using incorrect information

Possible essay assignment: "Analysis of the Qualities Leading to Success."

(d) Using faulty generalizations due to lack of information

(e) Depending on "luck"

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THE WORLD OF WORK

Content	Suggested Treatment and Understandings
B. Your High School Career	<p>Adapt the approach to this section to the particular school situation.</p> <p>Understanding:</p> <p>Each individual has different capacities which must be taken into account in planning a high school program.</p>
1. Choosing and education route	
(a) Factors affecting choice:	Analyze the factors to be considered in choosing an educational route.
i. ability	
ii. temperamental differences	
iii. interests and needs	Students should appreciate that, since conditions alter, programs may also need alteration.
iv. special aptitudes and skills	
v. motivation (goals, interests, and attitudes to work)	<ol style="list-style-type: none"> 1. Invite the local high school principal or counsellor to speak to the group. 2. Consider a visit to the high school. 3. Prepare a chart to show <ol style="list-style-type: none"> (a) purpose of the educational route (b) abilities needed (c) school subjects studied in this route
2. Reasons for success and failure in high school.	<p>Pupils might be asked to list under four headings some reasons for failure:</p> <ol style="list-style-type: none"> (a) Weakness of motivation, e.g., no vocational goal. (b) Weakness in general comprehension, e.g., poor reading ability. (c) Weakness in specific subjects, e.g., lack of proper foundation. (d) Inability to do the work. <p>Understanding:</p> <p>Success without effort has dangers.</p> <p>Poor study habits may come to light during later, more difficult work.</p>
4. The role of the counsellor in choosing the route.	This must be determined by the facilities available in each school.

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THE WORLD OF WORK

Content

Suggested Treatment and Understandings

C. Post-school Opportunities:

Understanding:

Education is a continuous process.

1. The Dropout — Factors and Reasons Given:

Panel: "Why capable students should try to complete Grade XII."

(a) Giving up

Using hypothetical cases for illustration, discuss the possibility that rationalization is being used.

(b) Needed at home

(c) Subjects too hard

(d) Dislike of homework

The reasons for this should be examined.

(e) Inability to concentrate

(f) Desire for money

Discuss the need for good personal relations with others, particularly employer.

(g) Personal dislikes

2. Jobs available to early school leavers.

A student committee might do research on the topic, "The High Cost of Quitting School," by examining various sources such as newspapers, magazine articles, and television programs.

Speakers from business and the National Employment Service might be invited to speak on this topic.

3. Opportunities for further training for non-graduates:

(a) apprenticeship

Students might work in committees to prepare reports on each of these to present to the class.

(b) institutes of technology

(c) commercial schools

(d) nursing aide schools

A display of materials relative to such training could be prepared.

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Content

4. Jobs and further training for high school graduates.

- (a) General graduates
- (b) Matriculation graduates
- (c) Commercial graduates
- (d) Graduation from technological institutes

5. Financial Aid

- (a) Subsidized apprenticeship
- (b) Aid for post-high school students
- (c) High school assistance
- (d) Through the armed services

Reference:

Financial Assistance for Alberta Students.

Suggested Treatment and Understandings

Discussion would prove useful in clarifying different types of specialized training such as on-the-job training, professional training at the university level, nursing training, business colleges, and technological institutes.

Note that the matriculant, for example, can qualify for entrance into many kinds of training. Similarly, graduates from other programs can probably qualify for more than one kind of training.

Understanding:

There is dignity in all useful work.

6. Points to remember in making a decision relative to an occupation

- (a) Nature of interests
- (b) Abilities required, special and general
- (c) Nature of duties
- (d) Opportunities for advancement
- (e) Earning power
- (f) Discussion with people engaged in the work
- (g) Examination of people at work (visits to industry)

1. Ask the class to examine and comment on each of the points advanced.

2. Industrial visits or presentation of vocational films offer students the opportunity of seeing people at work in particular kinds of jobs.

UNIT IV

THE WORLD OF WORK

Content

Suggested Treatment and Understandings

IV. Finding the Job and Succeeding in it.

Section IV should be dealt with briefly.

A. Locating the job.

1. Assistance available

Samples of want ads should be used for discussion. Particular attention also should be drawn to the importance of experience and education.

(a) Want ads

(b) National Employment Service

(c) Friends and Relatives

(d) Directories

(e) News items

References:

Success in the World of Work

Film: "*Finding Your Life Work*"
and others films (Department of Education)

Tape recordings are available from the Department of Education dealing with various careers. See catalogue of School Broadcasts Branch.

B. Applying for the Job.

Some "rights" and "wrongs" might be discussed and dramatized to enforce the idea of the importance of manners, appearance, punctuality, and other factors.

1. Personal interview:

The importance of a good first impression

(a) Personal grooming

(b) Neatness and suitability of dress

(c) Courtesy, and manner of speech

2. Written applications

1. Assign the preparation of an application for a position in which students might be interested.

(a) Proper form

2. Discuss the common kinds of errors that appear in such letters.

(b) Avoidance of language errors, spelling, punctuation.

(c) Submission of personal identification such as photographs (if required).

Assign for essay development: "How to lose a job."

UNIT IV

THE WORLD OF WORK

Content

Suggested Treatment and Understandings

C. Handling the Job

1. Progress on the job

Students should appreciate that responsibilities assigned to workers are increased when one demonstrates the ability to handle them.

(a) On-the-job training

(b) Learning the requirements of the job

(c) Getting along with fellow workers

(d) Avoiding criticism of superiors and their policies

2. Factors in promotion

The table found on Page 247 of the text demonstrates the need for good personal qualities.

(a) Trustworthiness and honesty

(b) Loyalty to the company

(c) Co-operation

(d) Capability and desire for success

(e) Amount of absenteeism

(f) Filling your place adequately.

3. Team performance

Analyze the qualities successful people possess. This could be made as a survey project in which local employers were asked this question, and the results tabulated.

(a) Co-operation: carrying one's share of the load.

(b) Avoiding mistakes which may result in loss of privilege to others.

APPENDIX

METHODS OF APPROACH

The approach suggested in the Guidance course seeks to encourage student expression in various ways, with considerable emphasis on group procedures. The purpose of group guidance is to provide the opportunity for growth in individual understanding through discussion of questions of common interest to the group. *Every opportunity should be taken to encourage independent reading, research and reporting.* However, since certain units lend themselves to group work, it is felt that teachers will benefit from a brief analysis of group procedures. Group methods when properly used encourage sound thinking by the individual.

A. Benefits Arising from Group Procedures

Every effort should be made in these courses to encourage group work, one of the major aspects of which is group discussion. Group discussion has several important advantages.

1. It offers reassurance to the student by showing him that other persons are concerned with many of the problems that concern him.
2. The interaction which occurs among members of a group stimulates the individual members to clarify his own thinking. The person who takes part in discussions is more active mentally than the person who simply looks on or only listens, and as a result he learns from the participation.
3. The bringing out of different points of view shows that there may be many approaches to a question and thus encourages a tolerance of the person's opinion.
4. Since teen-age young people count acceptance and approval of their own groups as very important, the ideas that are agreed upon by the groups hold peculiar appeal and are likely to lead to action.
5. Practice in participation, and leading discussions makes one better able to present ideas before a group and so helps to train for leadership.
6. This entire process of group thinking — the comparing of ideas, the reshaping of one's own thinking to conform to the merit he sees in the ideas of others, working through a collection of individual opinions to a synthesis that is better than any one viewpoint, is the essence of the democratic process, and constitutes a basic experience in democracy.
7. The individual should be encouraged to evaluate soundness of his own thinking and be prepared to defend it when he is convinced it is correct.

B. Group Techniques

1. Hints for Planning Helpful Group Discussion

- (a) Each members of the group is as important as any other member. Therefore, all should take part in the planning and the discussion. This means that care should be exercised to prevent a few from doing all the talking. Members should develop the art of listening.
- (b) In the planning stage, purposes and possible goals should be listed, and frequent reference made to these goals.
- (c) Comments should be brief and to the point. However, reports by individual members naturally vary in length. It should be borne in mind that the discussion is a sharing of ideas, experiences, and opinions about some common problems.

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- (d) Assistance should be given the chairman or discussion leader in keeping the group on the topic. Rambling is time-consuming.
- (e) Some preparatory thought should be given by members to the particular topic for discussion so that significant contributions can be made. Members must also be prepared to assume responsibility for special assignments.
- (f) Members should feel free to suggest to the leader various problems which they think the group might discuss. The problem should be one relating to the general topic and of general interest.
- (g) It should be apparent that most members are willing to co-operate in order to make the study-group sessions as helpful as possible. It is obvious that group thinking requires concentration and close attention on the part of each student.
- (h) The group should consider carefully various sources from which further information can be obtained, such as informed people and reference materials.
- (i) Members will find it helpful to keep a notebook in which to record decisions, suggestions, and plans made as a result of group discussions.

2. The Problems Approach

The course in Guidance should be as much “pupil-centred” as possible; the teaching suggestions to be found in each unit have been developed with this in mind. In order to encourage pupil participation every effort should be exerted to see that the activities are made real to the students. *It is, therefore, suggested that topics be stated as specific problems when possible.*

The “problems” approach encourages critical thinking. The usual procedure is to state the problem, search for facts that have a bearing on it, and draw conclusions. In stating the conclusions one must consider carefully the implications and be able to determine how valid the conclusions are. Facts are very important — without them no reliable thinking can take place — but the interpretation of facts is equally important and must be emphasized in the educative process. Hence, the emphasis is on the gathering of facts and their interpretation.

3. Special Group Techniques

The following is an attempt to explain briefly each of the group techniques:

(a) The Discussion Lesson:

Probably the most useful of these techniques is the discussion lesson directed by the teacher. Here the teacher must develop a skill in questioning that will promote good thinking by the group. Such questioning generally results from careful planning and should aim at opening the topic to encourage clear thinking by the class. The discussion will be stimulated by further questions if it lags. The teacher should endeavor to prevent a student from feeling that he is occupying the center of the stage, and should attempt to create the impression that he is merely one of the group.

(b) The Open Forum:

In the open forum the class as a whole participates under the chairmanship of a student. Class periods devoted to a discussion of the duties and responsibilities of chairmen should prove of value. *Those who are first asked to assume this position should receive special coaching so that a good standard of performance can be encouraged.* Every effort should be made to include as many members of the class as possible before the year's work is finished. Recorders

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or secretaries should also be appointed for the open forum sessions to sum up the results at the conclusion of the period. These minutes can be placed in a loose-leaf book for future reference by students and by new secretaries prior to assuming responsibilities for a specific class session.

(c) The Panel Discussion:

The panel discussion is usually confined to a small group of participants (generally three to six in number) who develop the topic before it is discussed by the class as a whole. Pupil preparation prior to class discussion of the topic is essential. Each member of the panel brings forward his opinions or material in a brief period of time and, when all members have spoken, each may be asked to defend what he has said. The panel is also a technique that will require instruction and practice. Pupils' attention should be drawn to the many types of forums and panels heard over the air, or seen on television, most of which are good examples of group thinking.

(d) The Symposium:

The symposium is a method in which a general topic is assigned and students asked to speak to it or prepare individual reports for oral presentation. To insure adequate treatment it will probably be necessary to arrange that several periods be reserved since the reports of all students must be heard. A recorder should be appointed to serve until the group has disposed of the topic. He should be asked to submit at the beginning of each period a brief report of what was discussed in the previous session.

(e) The Debate:

The debate may be used occasionally, especially if the topic to be discussed is one in which there seems to be two pronounced viewpoints evident in the class. It should prove useful as a means of impressing upon the class the value of properly thought-out argument and the need for appreciation of the other person's opinion. Steps might be taken in conjunction with the teacher of English to produce a well-planned argument in debate form on occasion. Material on debating technique and form may be obtained from textbooks or manuals of English expression.

It is not intended that the foregoing explanation of special group techniques is to be considered as either authoritative or complete. The purpose is only to give an overview of some techniques.

4. Additional Devices and Methods

Teachers will be well advised to check Bulletin 2 of the elementary program and the curriculum guides in general science and social studies-language for the junior high school grades to obtain suggestions relative to methods of presenting material. It should be possible for the teacher with the assistance of his pupils to plan an approach that will be both interesting and varied.

5. Some techniques, devices and methods

(a) Individual *reading*, assigned reading, and *reporting*.

(b) Group and individual *projects*, such as

Building a library of reference material from pamphlets, booklets, and other references given in this course, and from current periodicals and newspapers.

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Health projects related to the community.

Preparation of simple experiments, charts, and posters to illustrate specific topics.

Preparation of rating and self-analysis scales, growth charts, nutrition score sheets.

Survey of local occupational opportunities and employment trends for full or part-time employment, including summer work.

Use of special techniques to put into action the principles read about or studied; e.g.,

Preparation of lists of courtesies noticed in the school community for a definite period of time.

Development of tolerance through special attention to customs of the various nationalities represented in the class.

Correlation of course content with other subject fields, e.g., manners and customs of people in other lands with those of our own land; health problems of other nations, such as those associated with industries in tropical countries.

Preparation of individual and class scrapbooks. These are particularly valuable in assembling current literature on particular health topics.

Maintenance of bulletin boards and preparation of *display materials*, particularly in such topics as job families.

Detailed analyses of industries, including health hazards and safety measures.

Use of *visiting speakers* for Student Union meetings or for job discussions and career nights.

Use of *audio-visual material* with proper employment of student committees. (Note in Audio-Visual catalog.)

Examination of *radio and television programs* for series and special broadcasts and telecasts.

Use of devices for social grouping where the teacher has had special training and sees the need for such groupings in the classroom situation.

Use of the *drama* and *role playing*. It is human nature to act out a part and this play-acting cannot be confined to any age group. Adults, governed by a more-or-less conventional code of behavior, are required to change their behavior according to the demands of the particular situation. The successful story teller is the one who can dramatize the incident he is recounting; the successful hostess always makes her guests feel at home and overlooks peculiarities of behavior; the speaker on the public platform brings his audience with him by means of various devices and techniques, long tried and proven successful. Play-acting can be applied to the learning situation as an easily understood and successful method of approach. Certain topics lend themselves to this kind of treatment. The discussion of manners with attention to proper behavior in social situations should prove ideal for use of this technique. The whole field of job application and personal interviews also brings much more meaning to the students when they see the situation acted out. Group problems of mutual concern admit of ready understanding and general discussion if portrayed before the class. In fact, almost any area suggested in these courses lends itself to such treatment. This method is called the *sociodrama*.

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To make for the freedom of expression necessary to a role-playing situation the following basic principles are essential:

The situation must be representative of the problems of the group members.

The majority of the group must want to explore the situation.

The teacher must be willing to have the problem explored. If he is not as enthusiastic as the students, the latter may hesitate to express themselves freely or they may give the version of the problem they think he wants.

This sociodrama technique can be considered as having five main steps, all of which are necessary for maximum group participation and may occur at varying times as the drama is planned and devised.

Volunteering of participants.

The "warming up" of participants.

Free ventilation of feeling and reaction of group members and the players.

Analysis by group members and players.

Summary and recommendations by group members.

In practice, these steps often merge or flow naturally into one another, and the different steps may have less or greater importance, depending upon the significance of "content" to the group.

Certain advantages should accrue to the students who participate in such activities. The natural desire to project themselves into another situation, more or less unreal, should find ready response. With experience, many of the more reticent students can gain in confidence and in ability at self-expression. The socializing effects should lead to better understanding amongst students and many of the personality problems may be solved as a result of this understanding.

Illustrations of this technique can be found in many of the books suggested for either student or teacher use in this course. The 1950 Yearbook of the Association for Supervision and Curriculum Development, "Fostering Mental Health in Our Schools," contains an excellent chapter on the sociodrama.

Unit IV having to do with career planning provides the opportunity for students to make a detailed analysis of particular fields of employment so that when they eventually need to make a career selection for themselves they will understand this method of approach. These classes can also make a contribution to the career selection of senior students by providing job displays on a regularly organized basis throughout the year. One approach would be to divide the classes into committees of several students and assign to each of these committees one occupation to be displayed on a certain date. The list of occupations can be drawn up with the assistance of the senior students with the major occupational interests of the latter in mind. No display should be retained for too long a period of time. For example, a new one might be provided for every second Tuesday morning with the understanding that the old one is to be taken down on the preceding Friday and the new one arranged on the following Monday. If students become accustomed to seeing a new display on the bulletin board they will likely be more interested in it. The committees should be encouraged to do as adequate a job as pos-

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sible and should obtain materials from all available sources to assist in building their display. Competition between committees should encourage good work.

This activity has been used in senior high schools with good results. It has another worthwhile advantage in that it requires material to be taken from the files and displayed and thus avoids the situation in which occupational files are not used to the extent that they should be used. As well, the additional materials obtained by the committees on their own can be added to the files when the display is taken down.

C. Student Reporting

Students need careful direction and help in preparing, presenting, and summing-up reports. The ability to give a good report is not inborn in the child. *Reporting constitutes a learning situation; therefore, the teacher must assume some responsibility for developing this skill.*

1. Assigning the Report and Helping with Its Planning

- (a) The students, with the help of the teacher, will choose report topics suited to their interests and ability levels.
- (b) The individual assignment or report topic should be clearly defined and limited in scope.
- (c) The students should be directed to specific and available references. (Every effort should be made to provide a variety of references.)
- (d) In the early stages of unit study learning, class time should be used in order to indicate to the students what a good report should include.

2. Presenting the Report

- (a) The teacher should help the child to make the report "his own." If the student cannot give a report in his own words, it is of questionable value.
- (b) Mass copying of material from books, or memorizing text material for reports is to be avoided. If a student makes brief quotations, he should indicate this fact.
- (c) Students should not be expected to copy great masses of teacher-written or pupil-written notes from the blackboard.
- (d) Students may use brief notes or a summary outline to guide their talk.
- (e) The student may write on the blackboard five or six questions which he proposes to answer in the body of his report.
- (f) The length of a report depends on student ability, the topic in hand, material available, and general interest.

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- (g) Reports should be varied and informal. The formal type of introduction may be used occasionally to acquaint the students with this method; if used to excess, however, it becomes monotonous.

NOTE: The teacher should enrich the report by

- i. contributing interesting new material
- ii. stressing important points
- iii. directing a summary

3. Appraising the Report

- (a) The report should be carefully evaluated for good oral expression and the manner in which the report is given. It should have an interesting introduction, good sentence structure, stress on main facts or points and a fitting conclusion.
- (b) The teacher should observe carefully the class reaction to the report.
- (c) Class understandings may be tested by means of oral questioning, paragraph writing, or objective tests.
- (d) The following questions might be posted on the bulletin board or in conspicuous chart form for constant reference and used by teacher, report leaders, chairmen and reporters:
- i. Did you clearly define the topic?
 - ii. What were the sources of information?
 - iii. Was use made of the blackboard, pictures, samples, or diagrams to make the report more vivid?
 - iv. Was the topic or assignment organized in simple language around four or five main ideas or facts?
 - v. Was correct English used?
 - vi. Were ideas rather than words emphasized?
 - vii. Was the report interesting to the class throughout?
 - viii. How was the report evaluated to determine class knowledge and understanding?

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